

**THE INFLUENCE OF USING MIND MAPPING TECHNIQUE TOWARDS
STUDENTS' DESCRIPTIVE TEXT WRITING ABILITY AT THE FIRST
SEMESTER OF THE EIGHTH GRADE OF MTsN 2 BANDAR
LAMPUNG IN THE ACADEMIC YEAR OF 2016/2017**

Proposal

Submitted as a Partial Fulfillment of the Requirements for Seminar



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ABSTRACT

THE INFLUENCE OF USING MIND MAPPING TECHNIQUE TOWARDS STUDENTS' DESCRIPTIVE TEXT WRITING ABILITY AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF MTSN 2 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2016/2017

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The objective of this research was to know whether there was significant influence of using mind mapping technique toward the students' descriptive text writing ability at first semester of the eighth grade of MTSN 2 Bandar Lampung in the academic year of 2016/2017

The research methodology used quasi experimental design. The population of the research was the students of the eighth grade of MTSN 2 bandar Lampung consisted of 248 students grouped in seven classes. The sample was chosen by doing cluster random sampling. The sample was taken from two classes, VIII E as control class and VIII G as experimental class which consisted of 50 students. In collecting data, the writer used the instrument of pre-test and post-test. Pre-test was conducted before the treatment and post-test was conducted after the treatment that was done only to the experimental class while the control is taught of using lecturing technique. In this case, the instrument was writing test. After giving the pre-test and post-test, the researcher analyzed the data using SPSS Statistic 17.0 to analyzed the data.

After analyzing the data used independent sample test, it was found that the result of Sig.(2-tailed) of the equal variance assumed was 0.002. The result then was consulted to the level of significance. In this case, the level of significance was 0.05. From the analysis, the score of Sig.(2-tailed) or Sig.(p_{value}) was lower than $\alpha=0.05$ so H_0 was rejected. In other words, it could be concluded that there was influence of using mind mapping technique toward the students' descriptive text writing ability at the first semester of the eighth grade of MTsN 2 Bandar Lampung in the academic year of 2016/2017

Keywords: *Mind mapping Technique, Descriptive Paragraph, Quasi Experimental Design.*



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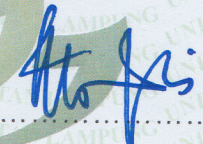
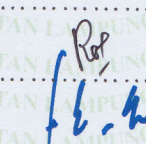
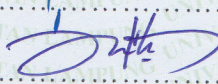
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MOTTO

قُلْ لَوْ كَانَ الْبَحْرُ مِدَادًا لِكَلِمَاتِ رَبِّي لَنَفِدَ الْبَحْرُ قَبْلَ أَنْ تَنْفَدَ

كَلِمَاتُ رَبِّي وَلَوْ جِئْنَا بِمِثْلِهِ مَدَدًا

“Say: Though the sea became ink for the Words of my Lord, verily the sea would be used up before the words of my Lord were exhausted, even though We brought the like there of to help.”¹

¹Ayatalquran.net/2015/01/surah-al-kahfi-الكهف-the-cave-terjemah-bahasa-inggris (Accessed on March 29, 2016)

DECLARATION

The writer is a students with the following identity:

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Certify that this thesis entitled "The Influence of Mind Mapping Technique toward Students' Descriptive Text Writing Ability at the Second Semester of the Eighth Grade of MtsN 1 Bandar Lampung in the Academic Year of 2016/2017" is definitely my own word. I am completely responsible for the content of this thesis. Other experts' opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung, March 2017

The Reaseacher,

Kori Raudhatul Jannah

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Praise be to Allah, the most gracious and the most merciful, who has given His blessing and chance for the researcher in completing this thesis entitled “The Influence of Using Mind Mapping Technique toward Students’ Descriptive Text Writing Ability at the first Semester of the Eighth Grade of MTSN 2 Bandar Lampung in Academic Year of 2016/2017.” This thesis is written as one of requirements of S-1 degree the English Education Study Program of UIN Raden Intan Lampung. In finishing this thesis, the researcher obtained so many helps, supports, loved and many valuable things from various sides. Therefore, the researcher would sincerely thank to:

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The Researcher

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CHAPTER I INTRODUCTION

A. Background of the Problem

English has become the most popular foreign language used for communication between people who do not share the same first language. As Harmer states that English is spoken by at least a quarter of the world's population.¹ It means that English is very important, English is as the international language which is widely spoken in the world. It can be used to communicate, interact, and negotiate with others. It has become an international language that is almost used by all countries as the first, the second or the foreign language. For example; Indonesian used Indonesian language when they meet with Indian in the airport or British used English when they communicate with everyone in Bali. Therefore, people need the same language for communication.

Moreover, English has been declared as a formal language on International communication since a long time ago. In this case, many countries in the world use English as a foreign or second language. Therefore, many countries apply English as a subject into their educational system. As in Indonesia, English is considered as a foreign language not as a second language because Indonesian people have a

¹ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 2002), p. 18.

national language which becomes their second language and they also have their mother tongue as the first language. Indonesian people can use English as a medium of developing relationship with other nations in various fields; science, technology, and culture.

However, the interest of mastering English is quite high in Indonesia. As a proof, English has been taught to the students from the lowest level of education (Kindergarten) up to students in highest level of education (University). English is not only taught in formal education but also taught in informal education. In informal education, English is taught to assist students in improving their English skill in order to get more knowledge out of their school. It is learned by students who are interested or anxious to learn English, therefore English is not as a primary subject here. On the other hand, in formal education, English automatically becomes a subject that must be learned by all students in the different grade such as junior high school and senior high school because it will be as one of the subjects examined in UN (National Examination).²

That is why Indonesian government establishes English as a primary subject in the curriculum which has different objectives depending on students' grade. Based on School Based Curriculum (Kurikulum Tingkat Satuan Pendidikan) of English subject,

² Undang-undang Nomor 20 tentang Sistem Pendidikan Nasional. (Jakarta: Tamita Utama, 2004), p.v

students are expected to be able to master four language skills; listening, speaking, reading, and writing.³ By using those English skills, students are supposed to get informational skills which can help them to explore themselves in accessing many kinds of information source in English such as article, novel, magazine, etc.

To evolve students' ability in spreading the information in English, writing could be used as a media. In line with Harmer that states students could be successful in mastering a language which they have been studying with doing more practice through writing because it can help students to convey and share ideas and opinions.⁴ Furthermore, people today communicate in writing by using various ways such as email, letter, chatting, SMS (Short Message Service). These activities could be considered as good media to build students' writing habits and encourage them to sharpen their writing skill, so students can freely share and convey their ideas.

In fact, many people are good in speaking but not in writing. Concerning to this matter, writing is considered to be difficult rather than other basic language skills.⁵ Moreover, students must master at least the aspect of grammar and vocabulary which is different from our first language, in this case bahasa Indonesia. Harmer states that writing has always formed part of syllabus in teaching of English.⁶ From statement

³ Departement Pendidikan Nasional, *Kurikulum SMA/MA*, (Jakarta: Depdiknas), p. 250.

⁴ Jeremy Harmer, *How to Teach English New Edition*, (New York: Pearson Education Limited. 2007), p. 112.

⁵ Audrey L. Reynolds, *Exploring Written English, A Guide for Basic Writers*, (Boston: Little, Brown& Company, 1983), p.3.

⁶ Jeremy Harmer, *How to Teach Writing*, (New York: Longman, 2007), p.39

above, it is obvious that writing is important and useful part which we have master in writing, the students have to be able express their ideas in good writing form.

English subject at Senior High School mentions that one of the English teaching purposes is to develop skills in the language, in oral and written form. The students are expected to be able to communicate both in written and spoken form. Moreover, most of the students' skills is far from learning target. Since, studying English is not as easy as what we imagine, there are many troubles faced by the students who learn English, especially in writing. This condition has also been stated by the students who get much difficulty to understand how to write sentences well because they have to think a lot how to write the ideas, besides that the students are lack of vocabularies, structure and the steps for good writing, the way to formulate the main ideas, the supporting sentences and conclusion.

Teaching writing is one of the most interesting and at the same time one of the most difficult instructional activities teachers face.⁷ We all know that writing is more than composing a draft and fixing it up. Writing is the written productive language skill that is the skill of writer to communicate the information to reader or group of readers. Her/his skill is also realized by her/his ability to apply the rules of the language.

⁷ Mary C Karen Kuelthau Allan, Spadorcia, *Learning to Write with Purpose* (New York: The Guildford Press, 2009), p. 2

Writing is seen as the most difficult of the four skills in English. This phenomenon happens to many students of Indonesia. When the researcher carried out her preliminary research in regular class of MTSN 2 Bandar Lampung on January 7th 2016, after having an interview with both the teacher and the students, the researcher found out that the students got problems in writing. When the students were asked by their English teacher to make a descriptive text, only 106 of 248 students got score that fulfilled the standard. It can be seen in the table 1 below.

Table 1
The Score of Descriptive Text of the First Semester of the Eighth Grade of
MTSN 2 Bandar Lampung in Academic Year of 2016/2017

Score scale	The Number of Students							Total	Persenta tion
	VIII D	VIII E	VIII F	VIII G	VIII H	VIII I	VIII J		
≥70	13	17	13	13	13	18	17	106	42.8%
<70	21	8	25	12	22	20	22	142	57.2%
Total	34	25	33	25	35	38	39	248	100%

Source : Teachers's documentation of MTSN 2 Bandar Lampung

The English teacher in MTSN 2 Bandar Lampung said that criteria minimum mastery (KKM) score for English Subject at the school was 70. From the data above, it could be seen that 57.2% of 248 students (142 students) got score that was below the criteria minimum mastery. It means that only 106 students write well.

Based on the researcher's interview result with the English teacher, Mrs. Isnaini, S.Pd, the teacher said that students got low score in writing test. Moreover, after interviewing the English teacher, Miss Isnaini, on the writing test, the students were

asked to write a descriptive text based on the topic that the teacher had given. The score of students' writing test was below the criteria of minimum mastery. Furthermore, after interviewing the English teacher, the researcher concluded that this problem occur because the teacher just asked the student to write a descriptive text, the teacher gave explanations based on the textbook shortly, then asked the students to write the descriptive text, as a result of that problem, the students did not pay attention to the teacher explanations.⁸

The problems occur because of some factors. The first factor was students have to be able to create their idea to make a descriptive text, moreover when the researcher interviewed some of the students, they said that it was not interesting enough for the students to make a descriptive text, since they did not have high motivation in learning writing. It made the students had difficulty in a writing a descriptive text. The last problem which the researcher found; After interviewing the students, it was found that students found difficulty to write descriptive text, students could not create descriptive text well yet, it is because they have lack of idea to write. Consequently, almost all the students got stuck in their writing. Therefore, many students needed much time to write.⁹

Hence, the appropriate technique must be selected by the teacher to help the students overcoming difficulties in writing, especially in writing descriptive text. There are

⁸ An Interview with the English Teacher, Miss Isnaini, S.Pd on January 7th 2016

⁹ An interview with the students; Kayla, Annisa, Dandi, Maula and Syila

many techniques that can help students to generate ideas to write descriptive text one of them is mind mapping. Mind mapping is a technique that generally used by people before they start to write something. According to Budd, mind map is often created around a single word or text, placed in the center, to which associated ideas, words and concepts are added. Major categories radiate from a central node, and lesser categories are sub-branches of larger branches.¹⁰ Considering that facts, the researcher suggests mind mapping as the technique for teaching descriptive text. Drawing mind mapping is an activity which makes the brain easier to accept and remember visually stimulating, multi-coloured mind maps, rather than monotonous, boring linear notes.¹¹ Theoritically, it can be concluded that mind mapping is a creative technique which make students easier to get success in remembering ideas or comprehending written information since mind mapping stimulates students' brain by seeing the multi-colored mind maps.

There are two researches that are relevant to researcher's research as following: the first research was done by Muhyidin in 2011 entitled Using Concept Map to Improve Students' Writing Ability in Teaching Recount Texts (An Experimental Research at the Eighth Grade of SMP H.Isriati Baiturrahman Semarang in the Academic Year of

¹⁰ John W. Budd, *Mind Maps as Classroom Exercises*, (London: Journal of Economic Education), 2004, p.4

¹¹ Tony Buzan and Barry Buzan, *The Mind Map Book* (London: BBC Worldwide Limited, 2002), p.82.

2011/2012).¹² The objectives of the research as follows: to find out the use of concept map to improve students' writing ability in teaching recount texts and to investigate the effectiveness of using concept map to improve students' writing ability in teaching recount texts. This technique can improve the students' writing ability in experimental class. It is proven with the result is some significant differences between experiment and control class. It means that there is an improvement of the students' achievement in writing recount text. Each class has different achievement. The achievement of the experimental class is higher than the control class.

The second research was conducted by Arif Prayogo in 2009 entitled *Using Mind Mapping in Teaching Descriptive Writing (An Experimental Study at the First Grade of Private Junior High School Riyadlul Jannah Bogor)*.¹³ The objectives of the research as follows: to describe the preparation made by the English teacher in teaching descriptive writing, to describe the kinds of materials used by the English teacher in teaching descriptive writing and to describe the teacher ways in evaluating the students' skill in descriptive writing. Teacher's way to evaluate the students' skill by using mind mapping in teaching descriptive writing can make the students easier when perform the test, it is proven by the result that the test between students that perform the test by using mind mapping and without is clearly different. The student

¹² Muhyidin, *Using Concept Map to Improve Students's Writing Ability in Teaching Recount Texts (An Experimental Reasearch at the Eighth Grade of SMP H. Isriarti Baiturrahman Semarang in the Academic Year of 2011/2012)*, Semarang State University, 2012.

¹³ Arif Prayogo, *Using Mind Mapping in Teaching Descriptive Writing (An Experimental Study at the First Grade of Private Junior High School Riyadlul Jannah Bogor)*, State Islamic University Of Jakarta, 2009.

that used mind mapping is better than none. Thus, it can be concluded that the students' scores of learning descriptive writing by using mind mapping is better than without mind mapping.

The results of those research showed that concept of mind mapping could improve the students' ability in writing ability. Therefore, the researcher wanted to conduct a research to know there is an influence of mind mapping towards students' descriptive text writing ability. Mind-mapping is supposed to be an interesting alternative technique that would help the students to organize their ideas about the text they have read by their own schema, so that they can comprehend the text easily. It also helps the students to be more active and critical. Afterwards, they know how fun studying English is, because the teacher taught them with the different technique and give a feedback in organization, language use, content of writing, and vocabulary. The researcher assumes that this technique would increase the students' descriptive text writing ability. Moreover, researcher was interested to conduct a research entitled the influence of mind mapping technique towards students' descriptive text writing ability at the first semester of the eighth grade of MTSN 2 Bandar Lampung in 2016/2017 Academic Year.

B. Identification of the Problem

Based on the background above the researcher identifies the problems as follows:

1. The teacher only gave the students the explanations based on the textbook shortly.

2. The students was not interested enough to make descriptive text because of their lack of ideas.
3. The students get the difficulties in arranging good text due to lack of vocabularies.
4. The teacher's technique in teaching writing is too boring.

C. Limitation of the Problem

In this research, the researcher limited the problem that is focused on the influence of using mind mapping towards students' descriptive text writing ability at the first semester of the eighth grade of MTSN 2 Bandar Lampung in 2016/2017 Academic Year.

D. Formulation of the Problem

Based on the background above, the researcher formulated the formulation of problem in the following question: Is there a significant influence of using influence of mind mapping towards students' descriptive text writing ability at the first semester of the eighth grade of MTSN 2 Bandar Lampung in 2016/2017 Academic Year?

E. Objective of the Research

The objective of the research was to know whether there is a significant influence of using influence of using mind mapping towards students' descriptive text writing ability at the first semester of the eighth grade of MTSN 2 Bandar Lampung in 2016/2017 Academic Year.

F. Use of the Research

The researcher expected that the result of this research would be useful:

1. For the Students

By using mind mapping, it is hoped that the students are more interested and motivated in learning English to get positive effect on their English achievement.

2. For the Teacher

By using mind mapping, the teacher can improve their creativity in teaching process so that the goal of learning can be achieved.

3. For the School

It is expected that this research can provide useful input in improving the quality of learning in the school.

G. Scope of the Research

1. Subject of the Research

The subject of the research was the students at the first semester of the eighth grade of MTSN 2 Bandar Lampung in 2016/2017 Academic Year.

2. Object of the Research

The objects of the research were the use of mind mapping and students' descriptive text writing ability.

3. Time of the Research

The research was conducted at the first semester of the eighth grade of MTSN 2 Bandar Lampung in 2016/2017 Academic Year.

4. Place of the Research

The research was conducted at MTSN 2 Bandar Lampung in 2016/2017 Academic Year.

CHAPTER II LITERATURE REVIEW

A. Teaching English as a Foreign Language

Language is the institution whereby humans communicate and interact with one another by means of habitually used oral auditory arbitrary symbols.¹ Many people use language to communicate to one another in their daily life. It is also used to express someone's opinion or ideas that have been transferred and arranged into messages by using language.

Teaching is the process of showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, and it is causing someone understand about something that learned.² According to Setiyadi, language teaching is influenced by ideas on the nature of language and the learning conditions that make learners to acquire the language. Differences in language theories may affect the selection of the teaching materials and differences in

¹ M.F Patel and Praveen M. Jain, *English Language Teaching*, (Sunrise Publisher & Distributors, Jaipur, 2008), p.29

² H. Douglas Brown, *Principles of Language Learning and Teaching*, (Longman, London, 2000), p.7

learning theories may affect the teaching method.³ It can be inferred that language teaching is the process of helping someone to learn how to acquire the language that he or she wants to learn or master it.

English generally has been learnt by the students since they were in the basic level of education. In Indonesia, English is taught as a foreign language. Foreign language is the language where the secondary environment is not observed and the people of linguistically foreign societies use such language.⁴ Wilkins says that teaching English as a foreign language is one in which the target language is not the mother tongue of any group within the country where it is being learned.⁵ It means that the students who learned English as a foreign language have little opportunities to use their English in real life situations.

Based on the explanation above, it can be inferred that teaching English as a foreign language is the process of helping someone to learn English which is neither the language that she/he uses as her/his mother tongue, nor the second language which she/he uses in her/his daily life for communication that influenced by ideas on the nature of English and the learning conditions.

³ A.g. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta, Graha Ilmu, 2006), p.20

⁴ M.F Patel and Praveen M. Jain, *English Language Teaching*, (Jaipur, Sunrise Publisher & Distributors, 2008), p.29

⁵ D.A Wilkins, *Linguistics in Language Teaching*, (London, Edward Arnold Publisher, 1980), p. 26

B. Writing

1. Concept of Writing

Writing has become a valuable tool in the high school classroom for engaging students in thinking, understanding, creating, communicating, and learning. Writing is an activity to tell the ideas to the readers on writing form, and usually it is used in the processing of communication which uses the graphic symbol.

According to Leo, et. al, writing as process of expressing ideas or thoughts in words should be done at our leisure.⁶ Urquhart and McIver state, that writing is a recursive process and students should learn strategies for invention and discovery.⁷ Afterwards, students write to make their ideas clear and comprehensible, they experience the fun of discovery, and so do their teachers.

In writing, we use graphic symbolic that is letters or combinations of letters which relate to the sounds we make when we speak.⁸ On one level, then writing can be said to be the act of forming these symbols: making marks on a flat surface of some kind. Moreover, writing becomes the most important to learn in the context of education. Writing is one of the language skills in communication and thinking. Then, it can be stated that there are combinations of teaching and unique activity in writing. In other words, teaching writing is different from teaching other language skills.

⁶ Sutanto Leo, *et.al.*, *English for Academic Purpose Essay Writing*, (Yogyakarta: CV ANDI, 2007), p. 1

⁷ Vicki Urquhart, Monette McIver, *Teaching Writing in the Content Areas*, (United States of America: ASCD, 2005), p. 1

⁸ Donn Byrne, *Teaching Writing Skill*, (New York: Longman, 1995), p. 1

Harmer says that teaching writing is focus on product and writing process.⁹ In focusing of product, it focuses on the material that is taught in the syllabus of the school, that is descriptive text. Then, for writing process, based on Harmer it is divided into some stages; planning, drafting, editing and final version. In teaching writing, there are three processes, they are as follow: pre-writing activity, while-writing activity, and post-writing activity. Teaching writing to students is important than the other language skill. Teaching or learning how to write successfully gets even more complicated and challenging for both language teachers and students.

In other words, Kirby says that teaching writing is challenging, it may be one of toughest jobs a teacher faces.¹⁰ If you're teaching in a middle school or a high school classroom, you know the depth of the challenges that large classes, students whose choose first language is not English. It is supported by Caroline and friends, teaching writing focus on text and process. In teaching writing that focus on text, it explains about text type.¹¹ For example, this section discusses about descriptive text. Afterwards, there are some cases include in teaching writing that focus on process, they are as follows: prewriting, drafting, reflection, and proof reading.¹²

⁹ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman), p. 257

¹⁰ Dawn Latta Kirby and Darren Crovitz, *Inside Out: Strategies For Teaching Writing*, (Heinemann, Portsmouth, 4th Ed, 2013), p.9[Online]. Available:http://www.heinemann.com/shared/onlineresources/E04195/Inside_Out_4e_sample_chapter.pdf. [20 October 2015]

¹¹ Dawn Latta Kirby, et. *al.*, Loc, Cit., p. 21.

¹² *Ibid*, p.23

From the theories above, it can be concluded that writing is an activity in the process of expressing and exporting ideas, thoughts, and feelings. It uses the graphic symbol that offers benefits to the students to send the message to the reader. Moreover, writing becomes a tool in the school for the students in thinking, writing, creating and communicating. In learning writing, students not only learn about how to make a good writing, but also the students should know how to make their writing better than before based on the rule of putting the positions of their words.

Moreover, the researcher concludes that in teaching writing, the teacher is only focus on the product/text and the writing process. In this research, the teacher only focuses on descriptive text and the way of writing process. In the writing process, there are some stages; planning/prewriting, drafting, editing/reflection, and proof reading. Moreover, this teaching writing (focus on the product and the writing process) helps the teacher to manage their material and the way of their teaching process to teach the student well.

2. Writing Ability

Writing ability is the skill of a writer to communicate information to a reader or group of readers.¹³ It means that writing ability is the ability to express the ideas and thought in writing clearly that must be mastered by the writer. In writing, there are five aspects that must be ordered by writer. It is needed to give clearly of information

¹³ Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p.2

that as the writer means. Writing has some components that must be attended. Tribble states that there are five scoring criteria of writing, they are as follows:

1. Content (The ability to think creatively and develop thoughts)
2. Organization (The ability to write in appropriate manner)
3. Vocabulary (The ability to use word/idiom)
4. Language (The ability to write appropriate structure)
5. Mechanics (The ability to use punctuation, capitalization, spelling and layout correctly).¹⁴

It means that in writing, students have to attend the five components of writing in order to create good writing.

From the explanation about writing ability, the researcher concludes that writing ability is the ability to create words or ideas by expressing ideas, feelings, and thoughts in order to transfer a message to the readers. By paying attention to the five important points of writing such as content, organization, vocabulary, language, and mechanic.

3. Types of Writing

Types of writing is the classifications of writing compositions in the process of expressing and exporting ideas, thoughts, and feelings. Creating writing is one (like painting and composing) where the imagination has a chance to run free.¹⁵

In writing, there are some types of text. They are as follows: the first is narrative. Narrative is a paragraph that has a purpose to tell an experience to the readers. Based

¹⁴ Christopher Tribble, *Language Teaching Writing*, (Oxford: Oxford University Press, 1996), p. 130

¹⁵ Jeremy Harmer, *How to Teach Writing*, (London: Longman, 2007), p.40.

on Siahaan and Shinoda, narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience different ways.¹⁶ It is supported by Breland, he states narrative is an autobiographical account, a description of a vacation or other experience, or a historical description of some other type would all be narratives.¹⁷

The second is descriptive. Descriptive is a paragraph that consists of describing an object to the readers. Based on Siahaan and Shinoda, Descriptive is a written English text in which the writer describes an object.¹⁸ That statement is same as Breland, he says that descriptive is a piece of writing may be simply the description of some object, how it looks, how it works, or some other aspect of it, or some other kind of description.¹⁹

The third is persuasive. Persuasive is a paragraph that has a purposes to persuade the readers to do something. It is supported by Siahaan and Shinoda, they assume that persuasive is a written English text in which the writers persuades people that something should or should not be case.²⁰

The fourth is argumentative. Argumentative is a paragraph that has a purpose to tell the fact of an issue with a proof to the reader. According to Breland, in this type of

¹⁶ Sanggam Siahaan, Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu Alam, 2008), p.73-121.

¹⁷ Hunter M. Breland, *The Direct Assessment of Writing Skill: A Measurement Review*, (United States of America: College Entrance Examination Board, 1983), p.2

¹⁸ Sanggam Siahaan, Kisno Shinoda, *Op, Cit.*, 89

¹⁹ Hunter M. Breland, *Loc. Cit.*

²⁰ Sanggam Siahaan, Kisno Shinoda, *Op, Cit.*, p.101

task the examiner is usually asked to take a position on some issue and argue persuasively for that position using evidence from his or her own personal experience or reading.²¹ It is supported by Siahaan and Shinoda, he states argumentative is written English text in which the writer presents some points of view about an issue.²²

The researcher concludes that in writing there are many types of text. They are narrative, descriptive, argumentative, and persuasive. In this research, the researcher discusses about descriptive only. Because descriptive text is one of subject which is taught in the syllabus of the eighth grade of MtsN 2 Bandar Lampung.

4. Writing Process

Writing process is an activity to write something that uses some steps from beginning until final of the written form. Writing is used for a wide variety of purposes it is produced in many different forms.²³ In writing process, it is essential to learn the basic writing process, at the same time it is useful to be aware of the elements that contribute to good academic writing.²⁴ For example, when writing an introduction, it is helpful to know how to write a definition, students working on introductions and definitions in unit.

²¹ Hunter M. Breland, *Loc. Cit.*

²² Sanggam Siahaan, Kisno Shinoda, *Op, Cit.*, p.121

²³ Jeremy Harmer, *How to Teach Writing*, (England: Longman, 2007), p.4

²⁴ Stephen Bailey, *Academic Writing A Handbook for International Students*, (London: Routledge, 2006), p.1.

Commonly, in writing process there are some steps, they are: preparing, drafting, editing, and final. It is supported by Harmer, he states that writing process is divided into some stages. There are:

1. Planning

The writers plan what they are going to write. In planning, writers have to think about three main issues. The first, place, they have to consider the purpose of their writing, the audience they are writing for, and the content structure of the piece.

2. Drafting

We can refer to the first version of a piece of writing as a draft. As the writing process proceeds into editing, a number of draft may be produced on the way the final version.

3. Editing (reflecting and revising)

Once writer has produced a draft they then, usually, read through what they have written to see where it works and where it doesn't

4. Final version

Once the students have edited their draft, making the changes they consider to be necessary, they produce their final version.²⁵

It is supported by Caroline and friends, in the writing process, it is divided into some stage. They are:

²⁵ Jeremy Harmer, *Op. Cit*, p.4-5.

1. Prewriting

It is generating ideas, understanding the ideas of others, collecting information; note-taking, free writing, brainstorming.

2. Drafting

It is writing initial drafts of a text focusing mainly on the development, organisation, and elaboration of ideas.

3. Refelction

It is letting work sit, coming back to it at a later point.

4. Proof reading

It is focusing attention on the surface-level features of the text.²⁶

The researcher concludes that there are some stages to make a good writing. They are; planning/prewriting, drafting, editing/reflection, and final version/proof reading. The first is planning/prewriting, the writers can plan what they are going to write, before the students start to write something they have to plan or prepare about the material that they make to generate the ideas, understand the ideas of others, collectt information; note-taking. The second is drafting, that is make the first version odd a piece of writing. The third is editing or revising, it is supported by Leo, he states that editing is the next step you have to do after writing process is completed.²⁷ The last is final version/proof readinf, it is the last final after doing planning/prewriting, drafting, and editing.

²⁶ Carrolin Coffin, et. *al.*, *Teaching Academic Writing*, (London: Rouhedge, 2003), p. 34.

²⁷ Sutanto Leo, *Op. Cit*, p.149

5. Writing Assessment

In students' writing ability, the teacher needs an assessment. Based on Peha, assessment is the gathering of information for the purpose of guiding instruction.²⁸ In another hand, According to Tribble, there is the assessment scale for written work in the table 2

Table 2
The Assessment of Writing

Area	Score	Descriptor
Task fulfulment/content	20-17	Excellent to very good: Excellent to very good treatment variety of ideas or argument; independent troughinterpretation of the topic; content relevant to the topic; acurate detail.
	16-12	Good to average: adequate treatment of topic; some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail
	11-8	Fair to poor: treatment of the topic is hardly adequate; little variety of ideas or arguments;

²⁸ Steve Peha, *Assesing Writing*, (Available at [http://www.ttms.org/PDFs/09%20Writing%20Assessment%20v001%20\(Full\).pdf](http://www.ttms.org/PDFs/09%20Writing%20Assessment%20v001%20(Full).pdf) access on January 20, at 15.40), p.29.

		some irrelevant content; lacking detail.
	7-5	Very poor: inadequate treatment of the topic; no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail.
	4-0	Inadequate: fails to address the task with any effectiveness.
Organization	20-17	Excellent to very good: Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately
	16-12	Good to average: uneven expression, but main ideas stand out; paragraphing or section organization evident; logically sequenced (coherence); some connectives used (cohesion)
	11-8	Fair to poor: very uneven expression, ideas difficult to follow; paragraphing/organization does not help the reader; logically sequence difficult to follow (coherence); connectives largely absent (cohesion)
	7-5	Very poor: Lacks fluent expression, ideas very difficult to follow, little sense of

		paragraphing/organization; no sense of logical sequence (coherence); connectives not used (cohesion)
	4-0	Inadequate: fails to address this aspect of the task with any effectiveness
Vocabulary	20-17	Excellent to very good: wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register
	16-12	Good to average: adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate
	11-8	Fair to poor: limited range of vocabulary; a noticeable number of mistaken in words/idiom choice and usage; register not always appropriate
	7-5	Very poor: no range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of register
	4-0	Inadequate: fails to address this aspect of the task with any effectiveness
Language	30-24	Excellent to very good: confident handling of

		appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning never obscured.
	23-18	Good to average: acceptable grammar-but problems with more complex structures; mostly appropriate structure; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
	17-10	Fair to poor: insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
	9 -6	Very poor: major problems with structures-even simple ones; frequent errors of negation, agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured
	5-0	Inadequate: fails to address this aspect of the task with any effectiveness

Mechanics	10-8	Excellent to very good: demonstrates full command of spelling, punctuation, capitalisation, layout
	7-5	Good to average: occasional errors in spelling, punctuation, capitalisation, layout
	4-2	Fair to poor: frequent errors in spelling, punctuation, capitalisation, layout
	1-0	Very poor: fails to address this aspect of the task with any effectiveness ²⁹

Based on statements above, the researcher concludes that in writing ability teachers need assessment to know how far the students' writing ability is. Every teacher who wants to know students' writing ability she/he must make a good assessment. The assessment in this research has a function to measure students' writing ability that consist of content, organization, vocabulary, language and mechanics.

C. Concept of Text

A text is a meaningful linguistic unit in a context. A text is both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse. A written text is any meaningful written text. It means that text is a number of words to give a message to somebody in written or spoken.

²⁹ Christopher Tribble, *Writing*, (Oxford University Press: New York, 1996), p.130

According to Anderson and Anderson, There are two types of the text. They are Literary and factual texts.³⁰

a. Literary texts

Literary texts include Aboriginal Dreaming Stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes, and soap operas are constructed to appeal the emotions and imagination. Literary texts can make the reader laugh or cry. There are three main text types in this category: narrative, poetic and dramatic. Media text such as films, videos, television shows, and CDs can also fall in this category.

b. Factual texts

Factual texts include advertisement, announcements, Internet web sites, current affairs shows, debates, recipes, reports and instructions present information or ideas and aim to show, tell or persuade the audience. The main text types in this category are recount, response, explanation, discussion, information report, exposition and procedure.

D. Concept of Descriptive Text

Descriptive text is a group of sentences that explains or describes an object. That is same as Siahaan says, “description is a written English text in which the writer describes an object.” The object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. Wishon and Burks state

³⁰ Mark Anderson and Kathy Anderson, *Text Types In English*, (Australia: Macmillan, 1997), p. 1

description helps the reader, through his/her imagination, to visualize a scene or a person, or to understand a sensation or an emotion. According to Siahaan, the text organization or generic structure or descriptive text are as follows;³¹

a) Text function

- 1) To describe a particular person, place, or thing.

b) Text structure

1. Identification: identify the object to describe.
2. Description: to describe the parts, qualities, and characteristics of the parts of the object.

c) Dominant grammatical aspects

1. Focus on specific participants.
2. Use of attributive and identifying processes.
3. Frequent use of epithets and classifiers in nominal groups.
4. Use of simple present tense.

Description is a text containing two components, identification and description by which a writer describes a person, or an animal, or a tree, or a house. It can be about love, hate, or belief. It is containing two components; identification and description by which a writer describes an object as her/his topic. In this case, as a product of writing the text function to reflect what is being described to the readers.

³¹ Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2007), P.81

Based on statements above, the researcher concludes that descriptive text is a group of sentences which relate to each other logically, that has three parts in each text, they are topic sentence, supporting sentence, and conclusion sentence. Moreover, Descriptive text has a function to describe and explain the object to the readers. Below is one of the examples of descriptive text;

Welcome to Sydney

Sydney is Australia's oldest, largest, and liveliest state capital with a population of over 3, 000,000. It is a colorful modern city but it has also a natural beauty with green parkland and perhaps the world's most beautiful deep-water harbor.

As well as being famous for its modern buildings and roads, there are many place of historical interest in Sydney. For example, Mrs. Macquarie's Chair, the area called the Rocks dating back to the early nineteenth century, and the attractive terrace houses of Paddington, are all close to the harbor and the city Centre. Sydney has many attractions which tourist can enjoy- surf beaches, a zoo, koala Bear Park, and an Opera House which is situated at the water's edge. For further entertainment there is a wide variety of restaurants, theaters, night clubs, sports, and social clubs. Sydney has a very pleasant, temperate climate. The average temperature in summer is 21. 7 Celsius and in winter 12.6 Celsius. There are few places in the world where a visitor can find such as a rich variety of natural and historical beauty, entertainment and culture. Ask any Sydneysider about his city and he will say there is no place like it.

E. Concept of Descriptive Text Writing Ability

Writing is an activity to tell the ideas to the readers on writing language. Ability is the strength in a skill. Writing ability is the strength of an activity to tell the ideas to the reader on writing language including grammar, punctuation, spelling etc. The ability to write effectively is becoming increasingly important in our global community, and instruction in writing is thus assuming an increasing role in both second- and foreign-language education. As the result, the ability to write a second language is becoming widely recognized as important skill for educational, business, and personal reasons.

According to Fiderer a descriptive text gives a clear picture of a person, place, object, event, or idea. Details for descriptive text come from the writer's sense-smell, taste, touch, hearing and sight. These are known as sensory details.³² Meanwhile, Savage and Shafiei state that in descriptive paragraph, the writer uses words that create an image and help the reader sees, touches, feels, smells or tastes the topic that the she or he is describing.³³

In supporting statement above, Oshima and Hogue argue that descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes and sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind.³⁴ In descriptive paragraph, the writer can describe an object, a place, a person, or event to the readers. It is usually written logically and

³² A. Fiderer, *Paragraph Power*. New York: Scholastic Professional Books, 2002, p. 17

³³ A. Savage, and M. Shafiei, *Effective Academic Writing 1*. New York: Oxford University Press, 2007, p.30

³⁴ A. Oshima and , A. Hogue, *Introduction to Academic Writing*. New York: Pearson Education Limited , 2007, p.34

vivid detail, so that the reader as if to see and feel for themselves what is written by the writer.

Savage and Shafiei state that in writing a descriptive paragraph, it should consist of descriptive organization or generic structure such as topic sentence, supporting sentences and concluding sentence. Topic sentence in a descriptive paragraph introduces the item that the writer will be described. Supporting sentences give some background information about the item and give descriptive details about the item. Concluding sentence is the paragraph ends with a concluding sentence that the restates the idea in the topic sentence using different words.

According to Anderson and Anderson in Artami features of a factual description regarded as following generic structure of descriptive paragraph:³⁵

a. Identification

Identification is a general opening statement in the first paragraph or the first sentence that introduces the subject of the description to the audience. In addition, it will make easier the readers to find out the brief details about what, where or who of the subject.

b. Description

Description is a series of paragraphs about the subject where each paragraph usually begins with a topic sentence. The topic sentence previews the details that will be

³⁵ Artami, *Teaching Descriptive Paragraph through PPP Technique to the Eighth Grade Students of SMP Dharma Wiweka in Academic Year 2012/2013*, 2013, pp. 9-10

contained in the remainder of the paragraph. Thus, each paragraph should describe one feature of the subject and all paragraphs build the description subject.

c. Conclusion

Conclusion is the last part of descriptive text and it is optional. In this part, the writer restates the topic sentence or the identification with different words; nevertheless, it has same meaning. A conclusion is not absolutely necessary; however, it is very helpful to the reader because it usually concludes signals the end of text; in addition, it can be helpful the reader to remind the important point of the paragraph.

The researcher concludes that descriptive text writing ability is the activity that create an image and help reader sees, touches, feels, smells, tastes the topic that she or he is describing on writing which has generic structure such as identification, description, conclusion.

F. Mind Mapping

1. Concept of Mind Mapping

There are some definitions about mind mapping. Hornby defines mind as the ideas or opinions, while map is a drawing to describe or give information about something especially the way it is arranged or organized.³⁶ The mind mapping is an expression of radiant thinking which includes on a nature function of brain.³⁷ A mind map is a

³⁶ A.S Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press, 2003), p.844

³⁷ Tony Buzan, Barry Buzan, *The Mind Map Book: How to Use Radiant Thinking to Maximize Your Brain's Untapped Potential* , (New York: Penguin Group, 1994), pp.57-59.

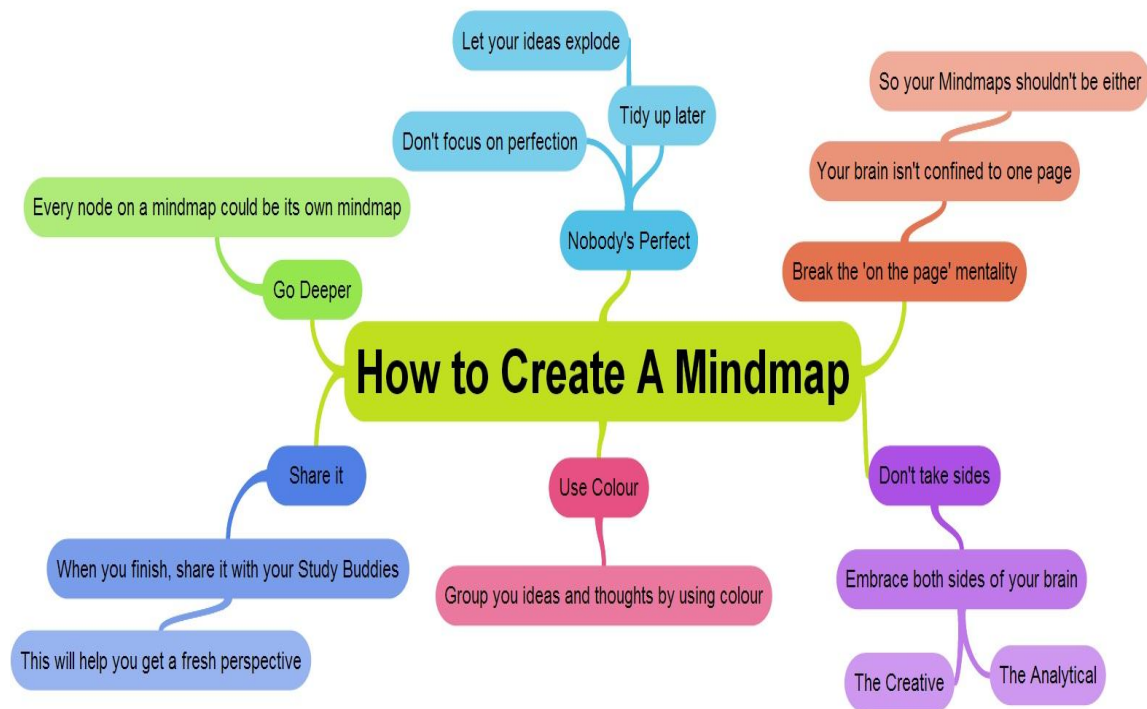
diagram used to visually outline information which often created around a single word or text, placed in the center, to which associated ideas, words, and concepts are added. Major categories radiate from a central node and lesser categories are sub-branches of larger branches. Categories can represent words, ideas, tasks, or other items related to a central key word or idea.

While, according to Windura, mind mapping is also considered as a technique that enables us to explore all our brain's skill for thinking and studying.³⁸ It means that mind mapping can make our brain active, not only the left hemisphere but also the right hemisphere. Consequently, mind mapping can overcome all the problems of study that appear from the unbalance of brain's usage.

Mind mapping is an effective way for the learners before starting of the learning. The combination of color, movement, drawing, contrast and organization decision help the mind in encoded the information. Mind mapping may be enhanced and enriched through colour, pictures, codes, and dimension to add interest, beauty, and individuality. This is used to help in increasing creativity, memory and specifically the recall of information.

³⁸ Sutanto Windura, *Mind Map (Langkah Demi Langkah)*, (Jakarta: Gramedia Pustaka Utama), 2008, p.16

Figure 1
The Sample of Mind Mapping



Source: https://i.kinja-img.com/gawker-media/image/upload/s--LPD11G5n--/c_scale,f_auto,fl_progressive,q_80,w_800/190nbcyirezkipng.png
(Accessed on March 5th, 2016).

Mind mapping is a technique to optimize learning capacities and understanding of how the elements of complex structures are connected. Buzan cites by Maier states that mind mapping was designed to use both sides to increase memory retention and productivity.³⁹ It is because the brain works in different ways; different people think in different ways. However, while students thinking and reasoning follow a structure that is personal to themselves, they still use a number of techniques that apply to most

³⁹ P.S. Meier, *Mind-Mapping-A Tool for Eliciting and Representing Knowledge Held by Diverse Informants* (Guildford: University of Surrey, 2007), p.1.

people. There are four essential characteristics of mind mapping; they are as follows:⁴⁰

- 1) The subject of attention is crystallised on a central image.
- 2) The main theme of the subject radiate from the central image as branches
- 3) Branches comprise a key image or key word printed on an associated line.
- 4) Topics of lesser importance are also represented as branches attached to higher level branches.
- 5) The branches form a connected modal structure.

To sum up, mind mapping is made up of words, colors, lines, and pictures which are easy to construct that explore the ideas in an interesting way with some branches and organized as same as spider. In addition, it helps the students think creatively. The color, line, code, and picture used in mind mapping can stimulate the students' brain in gaining the ideas when they are writing. It is undeniable that creativity lets the students to think free in mapping their minds about the reading materials. Hence, the students can comprehend the reading materials much easier.

2. Basic Principles of Mind Mapping

The mind mapping is radiating out from a central idea is a form of an outline with ideas and pictures radiating out from a central concept. Furthermore, it can be applied to every aspect of life where it can be improved learning and clearer thinking which will enhance human performance. Mind mapping has four essential characteristics;

⁴⁰ Tony Buzan, *The Mind Map Book: How to Use....Op.Cit.*, p.59.

- a. The main topic of the mind mapping is summarized as a central image, word or phrase.
- b. The main themes of the subject radiate from the central image as branches
- c. Branches comprise of a key word, image or topic presented on an associated line they divide out into further higher level sub branches.
- d. Branches form a connected nidal structure.⁴¹

In case of teaching and learning process, mind mapping is a technique that can be used by teacher in teaching writing in order to make students to be able generate their ideas into the picture or diagram.

Furthermore, there are several principles in making mind mapping, as states below:⁴²

a) Use emphasis

Thinking refers to associative thought processes that proceed from or connect to central point; burst of thought.

- 1) Always use a central image.
- 2) Use images throughout personal mind map.
- 3) Use three or more colours per central image.
- 4) Use dimension in images and around words.
- 5) Use synaesthesia (the blending of the physical senses).

⁴¹ Tony Buzan, *The Mind Map Book: How To Use Radiant Thinking to Maximize Your Brain's Untapped Potential*, (New York: Plume, 1993), p.59

⁴² Tony Buzan and Barry Buzan, *The Mind Map Book*, (London: BBC Worldwide Limited, 2000), p.87-88.

6) Use variations of size of printing, line, and image.

7) Use organised spacing.

8) Use appropriate spacing.

b) Use association

1) Use arrows when want to make connections within and across the branch pattern.

2) Use colours.

3) Use codes.

c) Be clear

1) Use only one key word per line.

2) Print all words.

3) Print key words on lines.

4) Make line length equal to word length.

5) Make major branches connect to central image.

6) Connect lines to other lines.

7) Make the central lines thicker.

8) Make the boundaries “embrace” the branch outline.

9) Make the images as clear as possible.

10) Keep the paper placed horizontally.

11) Keep the printing as upright as possible.

d) Develop a personal style

In summary, mind mapping can be maximized in using through colors, pictures, and connections. These terms will be more useful when the students also use their creativity in the process. It is undeniable that creativity lets the students to think free in mapping their minds about the reading materials. Hence, the students can comprehend the reading materials much easier.

3. Purposes of Mind Mapping

Everything happens for a purpose. As the way to help the students easier in writing, using mind mapping also has purpose. Generally, the purpose of mind mapping is to associate between ideas, topics or things.⁴³ Besides, there are several specific purposes of mind mapping below:⁴⁴

- a) Mind mapping activates whole brain.
- b) Mind mapping fixes the mental tangled.
- c) Mind mapping lets the students focus on main explanation.
- d) Mind mapping helps to show the relationship between the separated information parts.
- e) Mind mapping gives clear description wholly and specifically.
- f) Mind mapping lets the students to group the concept and compare it.

⁴³ Martin Davies, *Concept Mapping, Mind Mapping and Argument Mapping: What are The Differences and Do They Matter?*, (Springer Science+Business Media B.V, 2010), p.11.

⁴⁴ Tony Buzan, *Buku Pintar Mind Map*, terj. Susi Purwoko, (Jakarta: Gramedia Pustaka Utama, 2013), p.6.

Based on the explanation above, mind mapping is hoped to help the students in getting better learning process. By activating the whole brain activities, it can be concluded that mind mapping is expected to make the students easier in comprehending the text or written information.

G. Procedure of Mind Mapping

Making mind mapping is easy. The students can remember many information through this way. Here are several steps to make mind mapping:⁴⁵

- a) Start in the center of a blank page turned sideways.

Starting in the center makes brains freedom to think and to express it more freely and naturally.

- b) Use an image, symbol or picture for your central idea.

An image is more interesting, keep focused, and help concentrate. It makes brain and feeling more excellent.

- c) Use color, code or something that makes interesting.

Color or code in your maps is a key to motivate brain, support to think and make it fun.

⁴⁵ *Ibid.*, Tony Buzan, pp.15-16.

d) Connect main branches to the central image and connect second, third, fourth level branches to the first level and second level branches.

e) Make branches curved rather than straight lined.

Use not only straight line but also curve to make idea and map more interesting and fine.

f) Use one key word per line.

Single key word in mind mapping is more powerful and flexible to develop in idea.

H. Advantages and Disadvantages of Mind Mapping

1. Advantages

Mind mapping as a technique to help the students in learning reading comprehension cannot be separated with the advantages and disadvantages in its use. Facilitating these problems, the writer states several views below for these terms. Those few headlines shows the advantages of using mind maps whenever students want to get things done faster, more effectively, and with better end results. Here are some advantages:⁴⁶

a) Mind mapping helps the students to speed up their think rapidity.

b) Mind mapping takes the students to develop new ideas quickly.

c) Mind mapping gives easy way for the students to plan, communicate, be creative, arrange, and explain the ideas fastly and efficiently when they want to work

⁴⁶ *Ibid.*, Tony Buzan, pp. 6;110.

with others.

- d) Mind mapping facilitates the students to understand a complicated system or structure because mind mapping delivers the students to be focused on the ideas.

Meanwhile, according to Cleford, there are some advantages and disadvantages of using mind mapping, they are as follows:⁴⁷

- a) Easily add ideas or links later.
 - b) Helps to concentrate on information structure and relationships between ideas rather than disconnected facts.
 - c) Mind map may help people to see other connections and similarities in the information they receive.
 - d) Add sketches in making mind map is more memorable than conventional notes.
 - e) Mind maps can incorporate a mass of material (For example, a jet's maintenance manual was reduced from 1000s of pages to a room-length mind map. A year's subject notes became an easily reviewed poster).
 - f) Mind mappings can help revision, even if the course notes are conventional.
- They condense material into a concise, memorable format.

⁴⁷ Tony Cleford, *Taking Notes with Mind Maps*, <http://ebooks.uosiu.info/eBooki/Umys%C5%82/tony%20buzan%20-%20taking%20notes%20with%20mind%20maps.pdf> (Accessed on January 9th, 2015).

2. Disadvantages:

- a) People may want to redraw the maps later-but that will help them remember the material.
- b) Someone's map may be so personal and it could be difficult for others to understand. Mind maps are a great help when preparing essays and presentations, but they may be inappropriate as the final piece of work.⁴⁸

From those explanation above, it can be concluded that mind mapping naturally just a technique which has both positive and negative things inside. Often, the learners can take the advantages through this technique, meanwhile the disadvantages cannot be separated from its use. Hence, it depends on the user to maximize the advantages of using mind mapping

I. Lecturing Technique

1. Definition of Lecturing Technique

Lecturing technique is among the oldest teaching technique and has been rarely use in higher education of countries. Lecturing technique is a traditional technique because this technique has been used as the tool of oral communication between the teacher and the students in teaching learning process.⁴⁹ It means that lecturing technique is

⁴⁸ Mady Casco, *The Use of "Mind Maps" in The Teaching of Foreign Languages*, <http://www.madycasco.com.ar/articles/mindmaps.PDF>(Accessed on January 9th, 2016)

⁴⁹ William E. Cashin, *Effective Lecturing*, Available at <https://www.google.com/search?q=lecturing+technique+pdf&ie=utf-8&oe=utf-8&aq=t&rls=org.mozilla:en-US:official&client=firefox-a#rls=org.mozilla:enUS:official&q=procedure+of+lecturing+technique+pdf>. Accessed on Sunday, September 11, 2016

the way of delivering of the knowledge which do by the teacher by using oral explanation directly to the students.

Lecturing technique is oral presentation intended to present information or teach people about a particular subject, for example by a university or collage teacher.⁵⁰ It means that lecturing technique is a technique to present the subject by using oral presentation at most institutions. Lecture is when an English teacher is the central focus of knowledge transfer. Typically, an English teacher will stand before a class and present information or knowledge for the students to learn. Usually, very little exchange occurs between the teacher and the students during a lecture. Lectures are a straightforward way to impart knowledge to students quickly. An English teacher also has a greater control over what is being taught in the classroom because she/he is the sole source of knowledge. Students who are auditory learners find that lectures appear to their learning style. Logistically, a lecture is often easier to create than other techniques of instruction. Lecture is a technique familiar to most teachers since it is typically the way they were taught.

Lecturing technique is oral presentation intended to present information or teach people about a particular subject, for example by a university or collage teacher.⁵¹ It

⁵⁰Marine Mc Guire, 2005, *Teaching Technique*, Available at <http://712educators.about.com/learningstyle/p/auditory-learn.html>, accessed on Sunday, September 11, 2016

⁵¹Marine Mc Guire, *Teaching Technique*, 2005, Available on <http://712educators.about.com/learningstyle/p/auditory-learn.html>, (Accessed on December 15, 2014)

means that lecturing technique is a technique to present the subject by using oral presentation at most institutions.

Based on the explanation, it can be concluded that lecturing technique is the oldest technique in teaching learning process that uses an oral explanation.

2. Procedure of Teaching Descriptive Text by Using Lecturing Technique

Lecturing technique is the most common technique of teaching that usually used by some teachers to teach English. Stafford and Kelly state there are some steps to teach writing using lecturing technique.⁵² Further, these are the procedures to teach descriptive text by using lecturing technique.

1. Presenting information, in the learning process the teacher as a central for the students to get information, the teacher explains what they will learn.
2. Clarifying topics and issues, the teacher tells the students what descriptive text is by encouraging students to think about the text.
3. The teacher asks the student to write a descriptive text.
4. Finally, the teacher will ask the students to collect their work.⁵³

⁵²Ken Stafford and Mavis Kelly, 1993, *An Introduction to Lecturing*, Available on <https://www.google.com/search?q=an+introduction+lecturing+pdf> accessed (Accessed on January 20, 2015)

⁵³ *Ibid*

Based on the Explanation above, the writer can take a conclusion that there are some steps that can be followed by the teachers when they are going to teach descriptive text by using a lecturing technique. Those steps can guide the teachers in teaching.

3. The Strengths and Weaknesses of Lecturing Technique

There are some strengths and weakness of providing lecturing technique in teaching writing, they are as follows:

- a. The Strength of Using Lecturing Technique.
 - a) Present factual material in direct, logical manner.
 - b) Contains experience which inspires.
 - c) Stimulates thinking to open discussion.
 - d) Useful for large group.⁵⁴

Based on the strengths of using lecturing technique, it can be concluded lecturing technique is a good technique to be used in teaching learning writing especially for large group.

- b. The Weaknesses of Using Lecturing Technique.
 - a) Experts are not always good teachers.
 - b) Places students in passive.
 - c) Communication in one way.
 - d) Learning is difficult to gauge.⁵⁵

⁵⁴ Strengths and Limitations of Teaching Method,
https://socialwork.buffalo.edu/content/dam/socialwork/home/teachingresources/Strengths_of_teaching_Methods_handout.pdf, (Accessed on March 25, 2016).

Based on the weaknesses of using lecturing technique, it can be concluded lecturing technique is a good technique to be used in teaching learning writing especially for large group but there are some weaknesses in implementing this technique because this technique will make the students become passive in teaching learning writing that cause of a communication in one way and the teacher is not good in educating and explaining. When teacher become passive in learning, the learning will be difficult to be gauged. In order to solve those problems, if the teacher will use this technique, the teachers must know much about the material well. Not only that, the teachers also need to prepare the material as well as possible and make an interesting class by giving interesting things in learning process so the students will not be passive anymore.

From the explanation about lecturing technique, it can be concluded that it is a teaching method where an instructor as the central, focus of information transfers and present information for the students to learn. It is important to focus on what students need to know at their stage, rather than everything the lecturer knows about a topic.

J. Conceptual Framework

Writing skill is one of skills which require students to represent and develop their own idea in a written form. Many students feel confused on how to begin writing a text or get stuck on constructing certain genre of the text. Descriptive is kinds of text

⁵⁵ *Ibid*

which learned in Junior High School. The purpose of descriptive is to tell about the subject by describing its features without including personal opinion. The aim of descriptive text is to enable to comprehend what something looks like. It attempts to paint a picture with words. In this sense, the descriptive text also attempts to put the reader directly in touch with the physical world within the readers' senses.

Using mind mapping as a technique will help students comprehend what they write joyfully. By arising students' interest in comprehending the text through mind mapping, students can explore their knowledge and vocabulary in the target language materials. This technique is chosen because it can stimulate the students' pleasure in teaching and learning process of writing descriptive text; they are free to write and draw what they comprehend about the materials. If students get used to this technique, the researcher assumes that students will get better achievement in writing descriptive text. Moreover, it can be effective in teaching and learning process of writing descriptive text in classroom. Therefore, the researcher wants to teach descriptive text writing, especially descriptive text, by using mind mapping.

K. Hypotheses

Regarding to the theories and assumptions above, the researcher formulates the hypotheses as follows :

Ho : There is no significant influence of using mind mapping technique Towards students' descriptive text writing ability at the first semester of the eighth grade of MTSN 2 Bandar Lampung in 2016/2017 Academic Year.

Ha : There is a significant influence of using using mind mapping technique Towards students' descriptive text writing ability at the first semester of the eighth grade of MTSN 2 Bandar Lampung in 2016/2017 Academic Year.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In conducting this research, the researcher will apply a quasi experimental design (quantitative). McMillan and Schumacher state that quasi experimental research is a good design of the research because while not true experiments, it provides reasonable control over most resources of invalidity.¹ There are two classes of this study, one as experimental class and another class as controlled class. The experiment class will be given treatment by using mind mapping and another class will be taught by conventional technique. The designed of experiment and control class by Sugiono for conducting the result, as followed:

Where :

G_1 : (Experimental class)

G_2 : (Controlled class)

$O_1 \& O_3$: Pre-Test

X : Treatment by using Mind Mapping Technique (Experimental class)

¹ James H. McMillan and Sally Schumacher, *Research in Education*, (Boston: Pearson Education, 2006), p. 126

Treatment by using Lecturing Technique (Controlled class)

O₂&O₄ : Post-Test²

In this study, the researcher will take two classes as sample and it will be given pre-test and post-test. The pre-test is ensure the equivalency of the control and the experiment group before conducting the treatment. The post test is to see if there is any statistically significant in the teaching descriptive text through mind mapping technique.

B. Research Variable

In this research, there are two variables of this research, they are:

1. Independent variable is variable selection by the researcher to determine their effect on or relationship with the dependent variable.
2. Dependent variable is observed to determine what effect.³

There are two variables in this research. They are independent variable (X) and dependent variable (Y). The independent variable (X) is Mind mapping technique and the dependent variable (Y) is students descriptive text writing ability.

C. Operational Definition of Variable

There are the definitions of two variables that investigated in this research:

² Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2009), p.76

³ David Nunan, *Reserach Method In Langaage Learning*, (Cambridge: University Press Cambirdge, 1992), p. 24-25

1. Mind mapping is made up of words, colors, lines, and pictures which are easy to construct that explore the ideas in interesting way with some branches and organized as same as spider. In addition, it helps the students think creatively. The color, line, code, and picture used in mind mapping can stimulate the students brain in gaining the ideas when they are writing.
2. Students descriptive text writing ability is kind of text which learned in Junior High School. Descriptive text is a group of sentences which relate to each other logically, that has three parts in each paragraph, they are topic sentence, supporting sentence, and conclusion sentence. Moreover, Descriptive text has a function to describe and explain the object to the readers.

D. Population

Population is all of the subjects that have same characteristics to become the object in the research. Fraenkel and Wallen state that a sample in a research study is the group on which information is obtained. The larger group to which one hopes to apply the results is called the population.⁴ The population of the research is all the students at the second semester of the eighth grade of MtsN 2 Bandar Lampung in 2016/2017 Academic Year. It consists of seven classes. There were 248 students as a whole.

Table 2
Population at the Eighth Grade of MtsN 2 Bandar Lampung in Academic
Year of 2016/2017

⁴ Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education*, New York, McGraw-Hill, 7th ed., 2009, p. 90

No	Class	Gender		Number
		Male	Female	
1	VIII A	15	18	34
2	VIII B	17	16	31
3	VIII C	13	20	33
4	VIII D	16	17	33
5	VIII E	14	21	35
6	VIII F	20	18	38
7	VIII G	17	22	39
Total Number of Students		75	92	248

Source: School Documentation of MtsN 2 Bandar Lampung

E. Sample and Sampling Technique

Fraenkel and Wallen state that most people, we think, base their conclusions about a group of people (students, Republicans, football players, actors, and so on) on the experiences they have with a fairly small number, or sample, of individual members.⁵ It means that sample is part of individual members which is chosen to represent of the whole population. The sample of the research is the second semester of the tenth grade of MtsN 2 Bandar Lampung in 2016/2017 Academic Year.

In this research, the writer will use cluster random sampling technique. Cluster random sampling is used if the students have homogeneous characteristic and are in groups.⁶

The steps in determining the experimental and control class are as follows:

⁵ *Ibid*

⁶ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta, Rineka Cipta, 2010), p.120

1. First, the writer provides seven pieces of paper. Each paper contains the name of each class.
2. Then, those papers are rolled and put into the box.
3. After that, the writer shakes the box and takes two pieces of the rolled paper
4. Finally, the first paper is the experimental class and the second paper is the control class.

F. Data Collecting Technique

In data collecting technique and instrument, the researcher will use test. The test is used to know students descriptive paragraph writing ability. They are as follows:

1. Pre-test, it is done to know the students writing ability before the treatments. The test is done by asking the students to write descriptive text.
2. Post-test, it is done to know the students descriptive text writing ability after they are taught by mind mapping technique. The system and degree of difficulty or post-test is same as pre-test, because both of them is used to measure the students descriptive text writing ability in order to know the development of the students descriptive text writing ability after the mind mapping is applied.

In the instrument, the researcher will use written test, they are pre-test and post-test. The purpose of the written test is to measure the students descriptive text writing ability.

G. Research Instrument

In this research the instrument is pre-test and post-test. The pre-test and the post-test are in the form of written test. These tests are aimed at measuring the students' writing ability. The instrument of pre-test and post-test is a test to compose a descriptive text. The students will be asked to write descriptive text because the students are expected to be able to make a descriptive text after giving the treatment. The objects which will be used in this research are: human, place, and thing. The topics of descriptive text for the pre-test and post-test are presented in table 4:

Table 4
Writing Test Instruments

Instrument	Objective	Topic
Pre-test and post-test	Students are expected to be able to write a simple descriptive text communicatively, accurately, and appropriately	<ol style="list-style-type: none"> 1. Make a simple descriptive text about house 2. Make a simple descriptive text about school 3. Make a simple descriptive text about artist

The writer chooses those topics because those topics are often done by the students in daily activities.

H. Research Procedure

1. Planning

Before the researcher will apply the research procedure, the researcher makes some planning to run the application well. The procedure of making plan of this research is as follows:

1) Determining the Subject

The researcher chooses the second semester of the eighth grade of MTSN 2 Bandar Lampung as the subject of the research, one class as the experimental class and another as the control class.

2) Preparing Pre-Test

The researcher prepares a kind of test (called pre test) that is given to the students and the researcher will use the instrument which will be consulted before.

3) Determining the Material

The researcher determines descriptive text as the material that is taught to the students.

4) Preparing the Post Test

The researcher prepares a kind of test (called post test) that is given to the students to know whether there was a significant influence of using mind mapping towards students descriptive text writing ability at the second semester of the eighth grade of MtsN 2 Bandar Lampung in 2016/2017 Academic Year.

2. Application

After making a plan, the researcher will try to apply the research procedure that is already planned. There are some steps in doing this research, they are as follows:

1. Conducting Try Out Test

Try out will be conducted to identify how accurate and effective the test before it is used to collect the data of the research and identify whether the test can be administrated or not. The writer did the try out to the students of the eighth grade of MtsN 2 Bandar Lampung.

2. In the first meeting, the researcher will give pre-test. The test is writing test, its aimed to measure students ability before the treatments. This test is the form with a picture and the student must make a descriptive paragraph that consists of minimally 60-100 words in 45 minutes.
3. After giving the pre-test to the students, the researcher will conduct the treatment by using mind mapping in the experimental class and conduct the treatment by using conventional technique (lecturing technique) in the control class.
4. In the last meeting, the researcher gives post-test. The test is writing test, students ability after the treatments. The system is same with the pre-test. The student must make a descriptive text and consist of minimally 60-100 words in 45 minutes. This post-test is done to know the students improvement after the treatment.

3. Scoring

To score the result of the writing test, the researcher will use inter-rate. It means the students work is scored by more than one rate. In this research, the researcher will use two rates to score the students work. Here, the students writing is scored by the writer herself and another person who also scored the students work, in this case the English

teacher at this school. The scores from two rates are summed up and then are divided into two.

In collecting the data, the researcher used test in both classes and norm of scoring is based on Trribles theory:

- a. Content = 20%
- b. Organization=20%
- c. Vocabulary = 20%
- d. Language use=30%
- e. Mechanics=10%⁷

4. Reporting

The next step that is done in the research procedure is reporting. There are three steps which are done in reporting. The steps are as follows:

1. Analyzing the data that is received from pre test and post test
2. Making a report of the findings

I. Validity of the Test

Validity is a very important and useful concept in all forms of research methodology. Its primary purpose is to increase the accuracy and usefulness of findings by eliminating or controlling as many confounding variables as possible, which allows

⁷ Christopher Tribble, *Writing*, (Oxford University Press: New York, 1996), p.130

for greater confidence in the findings of a given study.⁸ Validity is actually the quality of a measuring instrument in which the result obtained from the test really shows the actual achievement of the takers. In other words, a measuring tool is said to be valid if it provides the true data that indicates the intended ability we wish to assess. Best and Kahn state that a test is valid if it measures what it claims to measure.⁹ There are two kinds of validity, they are content validity and construct validity.

1. Content Validity

Content validity refers to the content and format of the instrument.¹⁰ The content and format must be consistent with the definition of the variable and the sample of subjects to be measured. If all the instruments have represented all ideas that related to the material we measure, so the instrument has fulfilled the content validity. Then to make the test valid, the researcher will give the related test to the students material based on the syllabus that is used at school. In other word, the researcher makes the test based on the materials in English curriculum for the eighth grade of junior high school.

2. Construct Validity

⁸ Geoffery Marczyk R, *Essentials of Research Design and Methodology*, (John Wiley & Sons, United States, 1964), p.22

⁹ John W. Best and James V. Kahn, *Research in Education*, (New Delhi, Prentice-Hall, 7th ed., 1995), p. 218

¹⁰ Jack R. Fraenkel, Norman E. Wallen, Hellen Hyun A, *Design and Evaluate Research in Education*, (New York: McGraw-Hill, 2012),

Construct validity refers to the nature of the psychological construct or characteristic being measured by the instrument.¹¹ Construct validity asked the questions of whether the theory supported by the findings provides the best available explanation of the results. Construct validity is used to measure perception, language behaviour, motivation, even the language ability. In this study, the researcher will ask the English teacher in the school to determine whether the instruments have fulfilled the construct validity.

J. Reliability and Readability of The Test

1. Reliability of the Test

Fraenkel and Wallen say that reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.¹² A good test must have high reliability besides having high validity. To get the reliability of the test, the writer will be used inter rater reliability. This inters rater reliability counts level of the reliability based on two series of score that are gotten by two raters or more simultaneously. They are the writer as rater one and the teacher as rater two.

Furthermore, to know the degree of the level of reliability of written, the writer consulted the criteria of reliability as follows:¹³

¹¹ *Ibid.*, p. 148

¹² Jack R. Fraenkel and Norman E. Wallen, *Op. Cit*, p. 154

¹³ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p.319

Reliability coefficient 0.800 1.000 is very high

Reliability coefficient 0.600 0.800 is high

Reliability coefficient 0.400 0.600 is fair

Reliability coefficient 0.200 0.400 is low

Reliability coefficient 0.000 0.200 is very low

2. Readability of the Test

Readability tests are indicators that measure how easy the direction and instruction can be read and understood.¹⁴ The readability of the writing gave to the some students in the eleventh grade as the test takers. The writer conducted readability in order to see the clarity of the direction and readability test conducted before the treatment which is given by the writer. To know readability of the essay test instrument, the writer follows Kouames research. Participants are asked to evaluate instruction and the understandability of each item on scale of 1 to 10. Point 1 describes that an item is easy to read and point 10 describes that an item is difficult to read.

K. Prerequisite Test

1. Normality Test

The normality test is used to measure whether data in the experimental class and the control class are normally distributed or not.¹⁵ The data were normally distributed if $L \text{ ratio} < L \text{ table}$.

The Hypotheses for the normality test are formulated as follows:

¹⁴Julien B Kouame, *Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*, Journal of Multi Disciplinary Evaluation, Volume 6, Number 1 ISSN 1556-8180 August 2010

¹⁵ Sugiono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabert, 2010), p.18

H_o : the data are normally distributed

H_a : the data are not normally distributed.

- 1) Arrange the samples data from the lowest until the highest
- 2) Determine the score of Z from each data by using the following formula

$$Z = \frac{x_i - \bar{x}}{s}$$

Where:

S: standard of deviation

x_i : single datum

\bar{x} : coefficient of single datum

- 3) Determine of probability of each Z score with $f(Z)$ by using:

If $Z > 0$, then $f(Z) = 0,5 + \text{table score}$

If $Z < 0$, then $(Z) = 1 - (0,5 + \text{table score})$

- 4) Count the cumulative frequency of each Z score (SZ)

$$S_z = Z_1, Z_2, \dots, Z_n < Z \quad \text{and} \quad \frac{Z_1, Z_2, \dots, Z_n < Z}{n}$$

- 5) Determine the L_o score with the highest score compared to the L_t score from the table of lilliefors.

- 6) The criteria are as follows

Reject H_a if $L_o > L_t$

Accept H_o if $L_o \leq L_t$

2. Homogeneity Test

Before administering the data into t-test, it is necessary to be certain that the data are homogeneous or not.

The hypotheses for the homogeneity test are:

$H_o^{H_o}$: the variance of the data is homogeneous

$H_a^{H_a}$: the variance of the data is not homogeneous

The test statistic

$$F = \frac{V_b}{V_k}$$

Notes :

F = the homogeneous

Vb = the biggest variant

Vk = the smallest variant

In this case the criteria for the homogeneity test are:

$H_o^{H_o}$ is accepted if F *observed* is lower than F *critical* (F *observed* < F *critical*) at certain level of significance. In this case, the researcher used the level of significant 0.05.

3. Hypothetical Test

After giving the test and finding the result of two rates the formula used in this research is T-Test as follows:¹⁶

$$t = \frac{M_x - M_y}{\sqrt{\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \left[\frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

Notes:

t = t test

M_x = mean of control class

M_y = mean of experimental class

$\sum x^2$ = average deviation in control class

$\sum y^2$ = average deviation in experimental class

x = Deviation each score x2 and x1

y = deviation each score y2 and y1

With d.f = $N_x + N_y - 2$.¹⁷

The hypotheses formulas are:

Null Hypothesis (Ho) : $\mu_1 \neq \mu_2$ (there is no influence of using mind mapping technique towards students descriptive text writing ability at the first semester of the eighth grade of MtsN 2 Bandar Lampung in 2016/2017 Academic Year).

¹⁶ Suharsimi Arikunto, *Op. Cit*, p. 354

¹⁷ *Ibid.*, p. 356

Alternative Hypothesis (H_a) : $\mu_1 = \mu_2$ (there is a significant influence of using mind mapping technique towards students descriptive text writing ability at the first semester of the eighth grade of MtsN 2 Bandar Lampung in 2016/2017 Academic Year).

The criteria of the test are as follows:

H_0 is rejected if *t-observed* is lower than *t-critical*, or (*t-observed* < *t-critical*).

H_a is accepted if *t-observed* is higher than *t-critical*, or (*t-observed* > *t-critical*).

CHAPTER IV RESULT AND DISCUSSION

A. Result of the Research

1. Result of pre-test in the Experimental Class

The researcher conducted pre-test in order to see students' ability before the treatment. The pre-test administered on February 6th, 2017. The scores of students' writing test in pre-test in the experimental class could be seen in Figure 1.

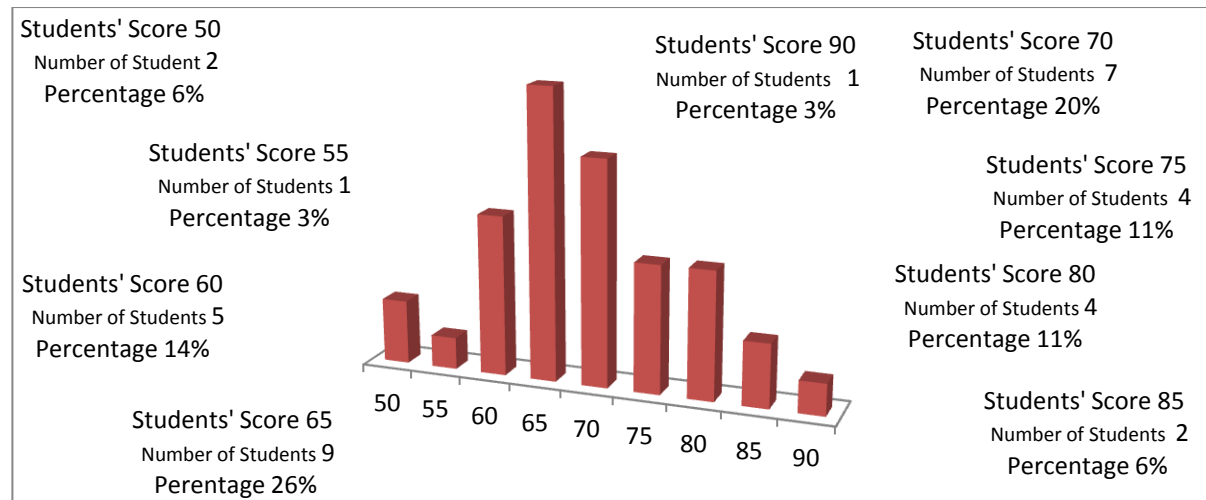


Figure 1

Graphs of the Pre-Test Result in experimental class

Based on the Figure 2, it could be seen that from 35 students, there were 6%, 2 students, got score 50; 3% of student's numbers got score 55, 1 student; 14 % got score 60, 5 students; 26% got score 65, 9 students; 20% got score 70, 7 students; 11% got score 75, 4 students; and 11% got score 80, 4 students; 6% got score 85, 2 students; and 3% got score 90, 1 student. It means that there were 49% of students'

numbers didn't pass the criteria of minimum mastery (KKM) and 51% pass the criteria of minimum mastery (KKM).

The mean of pre-test in experimental class was 68.86, standard of deviation was 9.48, N was 35, median was 70.00, mode was 65.00, variance was 89.32, minimum score was 50.00, and maximum score was 90.00. It showed students' writing ability before they got the treatments.

2. Result of pre-test in the Control Class

The researcher conducted pre-test in order to see students' ability before the treatment. The pre-test administered on February 6th, 2017. The scores of students' writing test in pre-test in the control class could be seen in Figure 2.

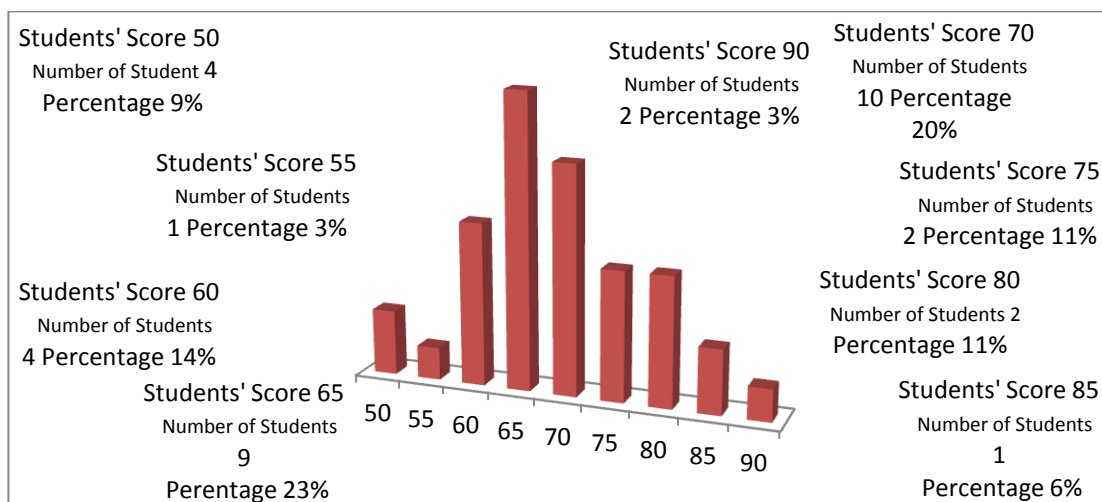


Figure 2

Graphs of the Pre-Test Result in Control class

Based on the Figure 2, it could be seen that from 35 students, there were 9%, 4 students, got score 50; 3% of student's numbers got score 55, 1 student; 14 % got score 60, 4 students; 23% got score 65, 9 students; 20% got score 70, 10 students; 11% got score 75, 2 students; and 11% got score 80, 1s students; 6% got score 85, 2 students; and 3% got score 90, 1 student. It means that there were 49% of students' numbers didn't pass the criteria of minimum mastery (KKM) and 51% pass the criteria of minimum mastery (KKM).

The mean of pre-test in control class was 68.86, standard of deviation was 9.48, N was 35, median was 70.00, mode was 65.00, variance was 89.32, minimum score was 50.00, and maximum score was 90.00. It showed students' writing ability before they got the treatments.

3. Result of Post-test in the Experimental Class

The researcher conducted post-test in order to see students' ability after the treatment. The post-test administered on February 10th, 2017. The scores of students' writing test in post-test in the experimental class could be seen in Figure 3.

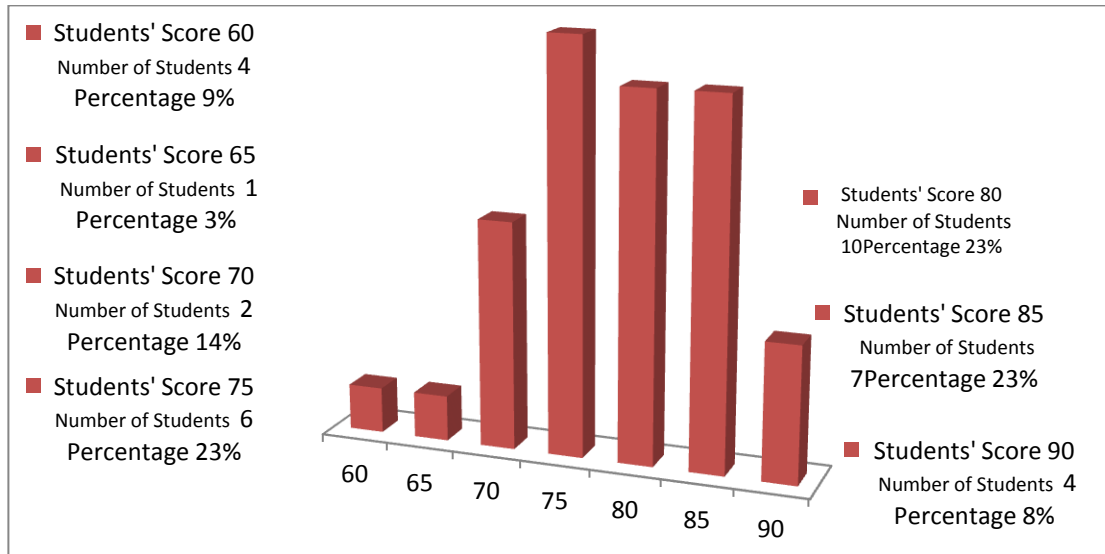


Figure 3

Graphs of the Post-Test Result in Experimental class

Based on Figure 3, it could be seen that from 35 students, there were 3%, 1 student, ; 3% of students' numbers got score 65, 2 student; 14 % got score 70. 5 students; 23% got score 75, 10 students; 23% got score 80, 7 students; 23% got score 85, 8 students; and 8% got score 90, 4 students. It means that there were 3% of students' numbers didn't pass the criteria of minimum mastery (KKM) and 97% pass the criteria of minimum mastery (KKM).

The mean of post-test in experimental class was 78.29, standard of deviation was 7.17, N was 35, median was 80.00, mode was 75.00, variance was 51.39, minimum score was 60.00, and maximum score was 90.00. It showed students' writing ability after they got the treatments.

4. Result of post-test in the control class

The researcher also gave post-test in control class to see students' ability after the treatment. It was administered on February 10th, 2017. The scores of post-test in control class are presented in figure 4.

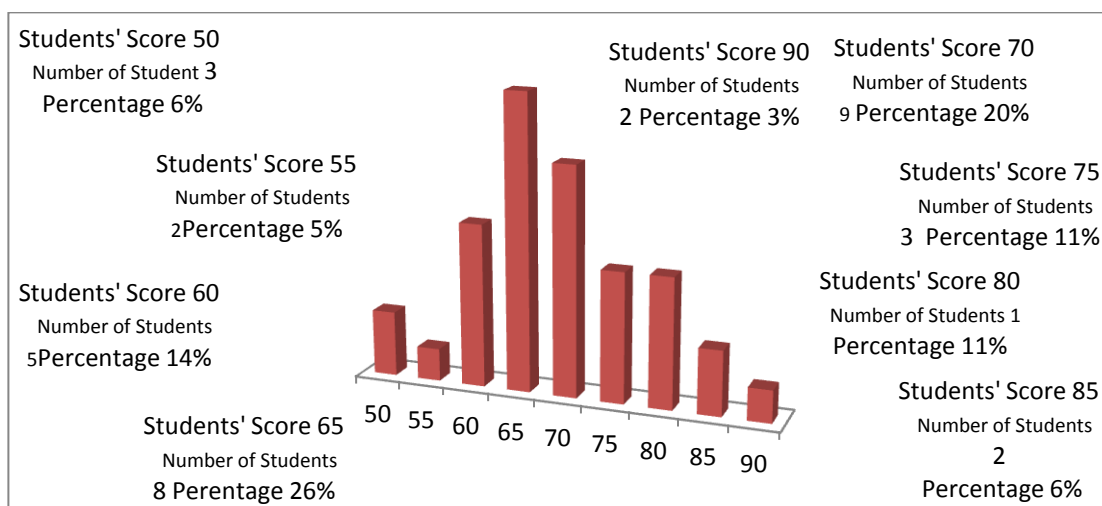


Figure 4

Graphs of the Post-Test Result in Control class

Based on the Figure 4, it could be seen that from 35 students, there were 6%, 2 students, got score 85; 2% of student's numbers got score 90, 5 student; 14 % got score 60, 5 students; 26% got score 65, 8 students; 20% got score 70, 9 students and 11% got score 80, 1 students; 6% got score 85, 2 students; and 3% got score 90, 2 student. It means that there were 49% of students' numbers didn't pass the criteria of minimum mastery (KKM) and 51% pass the criteria of minimum mastery (KKM).

The mean of post-test in control class was 68.86, standard of deviation was 9.48, N was 35, median was 70.00, mode was 65.00, variance was 89.32, minimum score was 50.00, and maximum score was 90.00. It showed students' writing ability after they got the treatments.

B. Data Analysis

After collecting the data, the researcher analyzed them by using independent sample t-test. There were two assumptions that must be done before the researcher analyzed the data by using independent sample t-test.

1) Fulfillment of the Assumptions

Before knowing the result of the data analysis by using independent sample t-test, there were two assumptions that must be done and found out. They were normality test and homogeneity test.

a. The Result of Normality Test

The normality test is used to measure whether the data in the experimental class and control classes are normally distributed or not. In this research the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for normality. The tests of normality employed are Kolmogorov – Smirnov and Shapiro Wilk.

The hypothesis formulas of the test were:

H_0 = the data have normal distribution.

H_a = the data do not have normal distribution.

The criteria of acceptance or rejection of the hypothesis for normality test were:

H_0 is accepted if $Sig. (P_{value}) > \alpha = 0.05$

H_a is accepted if $Sig. (P_{value}) < \alpha = 0.05$

Table 5
Normality of the Experimental and Control Class

Tests of Normality							
	TECHNIQUE	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
SCORE	1	.140	35	.081	.944	35	.076
	2	.144	35	.065	.965	35	.332
a. Lilliefors Significance Correction							

Note : Technique 1 = Experimental Class
Technique 2 = Control Class

Based on Table 5, it could be seen that P_{value} (*Sig.*) for experimental class was 0.81 for Kolmogorov-Smirnov^a and 0.76 for Shapiro-Wilk. For control class, the P_{value} was 0.65 for Kolmogorov-Smirnov^a and 0.33 for Shapiro-Wilk. Because *Sig.* (P_{value}) of experimental class $> \alpha$ 0.05 it means H_0 is accepted and *Sig.* (P_{value}) for the control class $> \alpha$ 0.05 it means H_a is accepted. The conclusion was that the data in the experimental class and for the control class had normal distribution.

b. The Result of Homogeneity Test

Homogeneity test is used to determine whether the data obtained from the sample homogeneous or not. The researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for homogeneity. The test of homogeneity employed Levene's test.

The hypothesis for the homogeneity tests are:

H_0 = the variance of the data was homogenous

H_a = the variance of the data was not homogenous

The criteria of acceptance or rejection of the hypothesis for homogeneity test were:

H_0 is accepted if *Sig.* $> \alpha = 0.05$

H_a is accepted if *Sig.* $< \alpha = 0.05$

Table 6
Homogeneity of Variance of the Experimental and Control Class

Test of Homogeneity of Variance			
Levene Statistic	df1	df2	Sig.
1.846	1	68	.179

Based on the results obtained in the test of homogeneity of variances in the column, it could be seen that $Sig. (P_{value}) = 0.18 > \alpha = 0.05$. It demonstrated that H_0 was accepted because $Sig. (P_{value}) > \alpha = 0.05$. It means that the variance of the data was homogenous. (See Appendix 12 on Page 82)

c. The Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity test was satisfied, therefore, the researcher tested the hypothetical test using parametrical statistic, independent sample t-test.

The hypotheses formulas are:

H_a : There is significant influence of using *Mind Mapping Technique* toward students' descriptive text writing ability at the first semester of the eighth grade of MtsN 2 Bandar Lampung in the academic year of 2016/2017.

H_0 : There is no significant influence of using *Mind Mapping Technique* toward students' descriptive text writing ability at the first semester of the eighth grade of MtsN 2 Bandar Lampung in the academic year of 2016/2017.

The criteria of acceptance or rejection of the hypothesis for Hypothetical test were:

H_a is accepted if $Sig. < \alpha = 0.05$

H_0 is accepted if $Sig. > \alpha = 0.05$

Table 7
The Result of Hypothetical Text

T	Df	Sig. (2-tailed)
4.694	68	.000
4.694	63.308	.000

Based on the results obtained in the independent sample t-test in Table 7, that the value of significant generated *Sig.* (P_{value}) = 0.000 < α = 0.05. So, H_0 is rejected and H_a is accepted. Based on the computation, it could be concluded that there was a significant influence of using *Mind Mapping Technique* toward students' descriptive text writing ability at the second semester of the eighth grade of MtsN 1 Bandar Lampung in the academic year of 2016/2017. (See Appendix 16)

C. Discussion

Based on the result of research, it has shown that *Mind Mapping Technique* influenced students' ability in writing descriptive text. From the result above, it can be seen that the result of students' post test in the experimental class was higher than in the control class. Besides that, *Mind Mapping Technique* improved each aspect of students' writing ability including content, organization, vocabulary, language and mechanics.

It proves Harmer's theory which defines that the way to encourage the students to be more active in the teaching and learning process, a teacher should apply a method, a strategy and technique. Due to mind mapping technique thus the student were all

active in the class for completing their task to make a descriptive text and they were all interesting to give and achieve comment and suggestion.

At the beginning of class, the students were taught through *Mind Mapping Technique* in the experimental class and lecturing technique in the control class. The material was three topics of descriptive text for three treatments. Before doing *Mind Mapping Technique* the researcher explained to the students what mind mapping was and how to make it as well as the procedures of mind mapping work.

After the researcher gave the explanation about mind mapping and how to use it into writing descriptive text at the experimental class, the researcher asked the students to make descriptive text by using the mind mapping. At the first meeting, the students found difficulties about how to use this technique into writing. They also had problem of vocabulary. Then the researcher asked the students to bring dictionary for the next meeting. At the second meeting, the problem happened at the first meeting didn't happen anymore. It was because all students had brought dictionary. After knowing how to make a descriptive text by using mind mapping, the problem happened here by the students was in arranging text. At the last meeting, the researcher helped the students' problem about arranging the text by giving more examples about making descriptive text by using mind mapping. After the students knew how to arrange the text and use mind mapping toward writing descriptive text, the problem happened in the last meeting was in developing text. In order to solve that, the writer guided the students in developing their idea so they also could develop their text easily. By the

guidance of the writer in developing ideas by showing them lots of examples of mind mapping work and taught them step by step of making mind mapping work, finally the students made descriptive text well.

In doing the treatment at the control class, the researcher also found difficulties when the researcher asked the students to make a descriptive text. At the first meeting, the problem happened was because of lack of vocabularies. In order to solve that, the researcher asked the students to bring a dictionary at the next meeting so that they would not find any difficulties related to vocabulary anymore. At the second meeting, all students had brought the dictionary. The problem happened in this meeting was not related to the vocabulary anymore, but the students found difficulties in arranging text. The students did not know how to arrange the text well. Those problems could be solved by the guidance of the researcher. Here, the researcher also helped the students in arranging text. At the last meeting, the students found difficulties in developing text. In order to solve that problem, the research gave more explanation and example about descriptive text.

The last of the research, post-test was given to measure the improvement of descriptive text writing ability in both classes after treatment done. Based on the analysis of the data and testing hypothesis, the result of the calculation was found that null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. From the analyzing above, the researcher knew that the students who got high frequency of

using *Mind Mapping Technique* got better score than the students who used lecturing technique. It was proved by the average score in both classes.

The average score of experimental class was 78.29 and the average score of control class was 68.86. Therefore, it can be concluded that using *Mind Mapping Technique* was one of good technique in motivating students in learning English, especially in writing by seeing the score in the experimental class that is higher than the control class. It means that *Mind Mapping Technique* could improve students' writing ability. In this technique, the students are supported to be active in the teaching learning process. It had been supported by the previous research conducted by Muhyidin about The improving students writing skill of descriptive text through mind mapping, this technique was effective in enhancing the students' writing skill of recount text, and another previous research conducted by Yulia, Rufinus and Lufita about improving recount text writing ability by mind mapping was revealed that *Mind Mapping Technique* made the students were more active and enthusiastic in writing and increase their language skill.

After seeing the result of score between both classes, the researcher concluded that the mind mapping technique has significant influence toward students' descriptive text writing ability. It happened because mind mapping technique could solve the problem happen at that class especially the problem in teaching learning writing descriptive text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

At the end of the research, the post-test was given to measure the influence of students' descriptive text writing ability in both classes after the treatments done. The mean score of post-test in experimental class was 78.29 and the mean score of post-test in control class was 68.86. It showed that the students' post-test score in experimental class was higher than students' post-test score in control class.

The result can be seen from Sig. (2-tailed) of the equal variance assumed in the independent sample test table where the Sig. (2-tailed) is 0.000. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted.

Based on the result of data analysis, the researcher concluded that there was influence of using mind mapping technique toward students' descriptive text writing ability at the first semester of the eighth grade of MTSN 2 Bandar Lampung in the academic year of 2016/2017.

B. Suggestion

Based on the conclusion above, the researcher would like to give some suggestions as follow :

1. Suggestion to the teacher
 - a. In this research, the researcher found out that *mind mapping technique* can be used to develop and motivate the students' writing ability. Due the finding, English teacher can help students increase their writing ability by using *mind mapping technique*
 - b. The English teachers should provide interesting activities and materials, in order to prevent the students from being bored and encourage the students' attention in learning English, especially in writing.
 - c. Mind mapping is a good technique to help students in increasing writing ability. It will help the teacher to make the students understand fast. However, this technique also has some weaknesses. The problem usually happens when using this technique is because someone's map may be so personal and it could be difficult for others to understand. In order to solve the problem, teacher should direct students to add sketches on their map in order to make it clear.

2. Suggestion for the students

The students should study hard and more practice in writing English to improve their writing ability. They also should be active and creative in learning activity.

3. Suggestion to the Further Research

In this research the researcher focused on the influence of *Mind Mapping Teachnique* towards students' writing ability in descriptive text. Therefore, it is suggested for the next researcher to investigate the influence of other technique towards other English skills such as listening, speaking, reading or writing skill.

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Appendix 1

Script of Interview of the Preliminary Research

Question for the English teacher

1. Apakah Ibu menemukan kesulitan didalam mengajar bahasa inggris?
2. Bagai mana keadaan siswa dikelas ketika sedang belajar bahasa inggris?
3. Apa media mengajar yang Ibu gunakan dalam mengajar *descriptive text*?
4. Bagaimana prosedur mengajar yang Ibu gunakan dalam mengajar *descriptive text*?
5. Apakah Ibu memberikan motivasi dan membuat siswa senang dalam belajar *descriptive text*?
6. Bagaimana pencapaian siswa dalam pelajaran bahasa inggris khususnya *descriptive text* pada siswa?

The answer of the Interview

1. Ya, saya memiliki kesulitan dalam mengajar pelajaran bahasa inggris terutama writing.
2. Dalam peroses belajar bahasa inggris terkadang siswa dikelas kurang memperhatikan saat diberikan penjelasan, ketika mereka diberikan latihan dan mengerjakan latihan mereka pun terlihat enggan untuk mengerjakannya.
3. Dalam mengajar bahasa inggris saya menggunakan media berupa buku panduan yang disediakan oleh pihak sekolah.
4. Saya memberikan penjelasan seperti yang tertera dalam buku panduan, kemudian menugaskan siswa-siswa untuk menuliskan sebuah deskripsi berdasarkan topic yang telah saya tentukan sebelumnya.
5. Ya, karena banyak siswa terlihat enggan belajar atau tidak senang dengan belajar bahasa inggris, mereka menganggap bahwa menulis *descriptive text* itu sulit.
6. Prestasi dan nilai siswa rendah dan belum memenuhi nilai KKM di pelajaran bahasa inggris khususnya pada *descriptive text*.

Appendix 2

Script interview in the preliminary Research

Questions for students'

1. Apakah kamu suka pelajaran bahasa inggris

2. Pelajaran apa yang paling susah kamu pelajari dalam bahasa inggris?
3. technique apa yang digunakan guru dalam mengajar bahasa inggris?
4. Apakah kamu senang dengan cara mengajar yang digunakan?
5. Kesulitan apa yang kamu rasakan dalam belajar bahasa inggris?

The Answer of the interview

Students

Dinda Amalia

1. Tidak, saya tidak suka bahasa inggris khususnya setiap belajar bahasa inggris harus menulis karangan dalam bahasa inggris
2. Saya suka mendapatkan kesulitan dalam belajar bahasa inggris khususnya dalam menulis, saya masih tidak mengerti.
3. Diberikan kosa kata lalu di suruh buka kamus dan di artikan dalam bahasa indonesia.
4. Tidak,terkadang saya bosan,dan sering mengantuk saat sedang mengerjakan latihan.
5. Saya memiliki kesulitan dalam belajar writing terutama dalam menulis text karena banyak jenisnya dan saya kurang mengerti cara menulisnya.

Rina Wulandari

1. Saya suka belajar bahasa inggris tapi saya males karena cara ngajarnya membuat saya jadi bosan.
2. Dalam belajar bahasa inggris saya selalu sulit untuk memulai menulis.
3. Guru selalu memberikan beberapa vocabulary dan menterjemahkan kedalam bahasa indonesia menggunakan kamus.
4. Tidak,cara ngajarnya membuat kami bosan dan kurang menyenangkan.
5. Bahasa inggris itu sulit khususnya writing .

Abimanyu

1. Saya tidak terlalu suka belajar bahasa inggris karena saya tidak suka menghafal dan menulis.
2. Dalam belajar bahasa inggris kesulitan saya ketika saya ingin berbicara, kemampuan menulis saya masih rendah.
3. Menterjemahkan vocabulary dalam bahasa indonesia menggunakan kamus.
4. Suka,tapi kalau selalu menggunakan cara mengajar seperti itu terkadang saya bosan,dan mengantuk.
5. Belajar bahasa inggris itu agak sulit karena saya harus menghafalkan banyak kosa kata.